DOCUMENT RESUME

ED 407 056 PS 023 738

AUTHOR Phillips, Linda; Steinkamp, Michelle
TITLE Improving Academic Motivation.
PUB DATE May 95
NOTE 97p.; M.A. Action Research Project, Saint Xavier University.
PUB TYPE Dissertations/Theses (040)
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Academic Achievement; *Academic Aspiration; Cooperative Learning; Educational Strategies; Grade 4; Grade 5; Intermediate Grades; *Learning Motivation; Low Achievement; Motivation; *Motivation Techniques; Portfolio Assessment; Portfolios (Background Materials); Self Motivation; Student Educational Objectives; *Student Motivation; Underachievement
IDENTIFIERS *Achievement Motivation Training; Motivational Design; Rockford School District 205 IL

ABSTRACT

This practicum project implemented a program designed to improve the motivation to learn among fourth- and fifth-graders in a fast growing, industrial community surrounded by prosperous farms in northern Illinois. The problem of low motivation was documented by systematic classroom observations, teacher interviews, and student surveys. Analysis of probable cause data revealed that students had little or no ownership in their learning, demonstrated little confidence and low self-esteem, and exhibited an inability to transfer learning. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of four major categories of intervention: implementation of cooperative learning strategies, development of a portfolio assessment plan, application of a tool to foster organizational skills, and institution of goal-setting techniques. The four-part intervention had a positive influence on the students' academic motivation. Evidence of academic motivation included an increase in the number of extra academic activities completed, the positive feedback on the portfolio assessment and assignment notebook, the relationship between the goals set and then accomplished, and the positive classroom atmosphere created by the use of cooperative learning strategies. (Contains 20 references and 23 appendices including sample forms, progress data, portfolio information, and other samples generated from the study.) (Author/SD)

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IMPROVING ACADEMIC MOTIVATION

by

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Submitted in partial fulfillment of the requirements
for the degree of Master's of Arts in
Teaching and Leadership

Saint Xavier University - IRI
Field-Based Master's Program

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To our families,
Tony, Shane, and Andrea,
Tom, Hillary, Hannnah, and Craig,
to show our appreciation for their support during
the times that we had to spend away from them,
this paper is affectionately dedicated.
Love,
Linda and Michelle

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Abstract

AUTHOR: Phillips/Steinkamp SITE: Rockford III
DATE: May 1995

TITLE: Improving Academic Motivation

ABSTRACT: This report describes a program for improving motivation to learn among fourth and fifth grade students in a fast growing, industrial community surrounded by prosperous farms, located in Northern Illinois. The problem of low motivation was documented by systematic classroom observations, teacher interviews, and student surveys.

Analysis of probable cause data revealed that students had little or no ownership in their learning, demonstrate little confidence and low self-esteem, and exhibit an inability to transfer learning.

A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of four major categories of intervention: implementation of cooperative teaching strategies, development of a portfolio assessment plan, application of organizational tools, and institution of goal setting techniques.

The four-part intervention had a positive influence on the students' academic motivation. Evidence of academic motivation includes: the increase in number of extra academic activities completed, the positive feedback on the portfolio assessment and assignment notebook, the relationship between the goals set and then accomplished, and a positive classroom atmosphere created by the cooperative learning skills taught and used.

Chapter 1

STATEMENT OF PROBLEM AND DESCRIPTION OF CONTEXT

General Statement of Problem

The students in the targeted fourth and fifth grade classes exhibit low motivation, as evidenced by systematic observations, teacher interviews, and student surveys.

Immediate Problem Setting

The school is one of six public kindergarten through sixth grade elementary schools in the community. Two of the six schools are located outside the city limits in a rural area. The other four, of which the targeted school is one, are located within the city limits.

The elementary school has had two additions added to the original building. The original two-story building was built in 1896 and is a 4,600 square foot

facility with four classrooms and four washrooms. This part of the building houses third through sixth grade classrooms. The first addition to the school was made in 1954. This included a stage, storerooms, office, gymnasium/lunchroom, and four classrooms for a total of 7,500 square feet on two floors. The second addition was made in 1960 and includes six classrooms and two washrooms for approximately 7,000 square feet. The primary grades of kindergarten, first, second, and one of the third grades are located here. The library is located in the basement of the original building. The gymnasium also serves as a cafeteria. Off of the gymnasium is a kitchen, which is used to heat and serve the school lunches. There is also a smaller kitchen for the teachers' use.

The school is a medium-sized elementary school with a student population of 347 students, 147 girls and 200 boys, and a staff of one principal, thirteen classroom teachers, one physical education teacher, one resource room teacher, one Chapter 1 reading teacher, and one secretary. Of these sixteen fully certified teachers, seven have a masters degree and hours beyond the masters degree. The elementary school shares seven full time, certified teachers with other schools in the district and county. The part time staff includes two music specialists, one for primary and another for upper

elementary students, one teacher of the gifted for third through sixth grade students, a specialist who teaches art to third through sixth graders, a librarian, a library clerk, and a part time speech therapist and T.P.I. (Transitional Program of Instruction) teacher. The average teaching experience is fourteen years.

Of the 347 student, 319 live within walking distance of school. For the past two years the district has experienced growth problems. There has been a 12.5 percent population increase in the past five years. Therefore, even after redistricting, twenty-eight students are bussed into the school. This is done to equalize enrollments at all of the elementary schools. As reported on the 1993 School Report Card, 78 percent of the students were White, 1.7 percent were Black, 18.8 percent were Hispanic, and 0.9 percent were of Asian/Pacific Island descent. The district racial/ethnic enrollments were 87.4 percent White, 1.2 percent Black, 10.9 percent Hispanic, and 0.5 percent Asian/Pacific Island origins. The school's low income students are defined as those who receive public aid, live in foster homes that are supported by public aid, or receive free or reduced, price lunches. This school has 29.5 percent low income families and 2 percent limited English proficient families. The Community Unit School District has 15.6 percent low income families and 0.9

percent limited English proficient families.

This elementary building has two classes of every grade level from kindergarten to sixth grade. The fourth and fifth grades addressed in this study have twenty-nine and twenty-five students respectively. The fourth grade has eleven girls and eighteen boys, while the fifth grade class has thirteen girls and twelve boys.

The attendance rate at the elementary school was 95.5 percent, and the student mobility rate, which is defined as the portion of students entering or leaving during the 1992-1993 school year, was 21.3 percent, with one chronic truant who was absent 10 percent or more of the 180 school days. The district's attendance rate, mobility rate, and number of chronic truants were 94.4 percent, 18.5 percent, and 175 chronic truants respectively. (District, 1993).

The Community Unit School District includes the city and several surrounding communities. The district encompasses 160 square miles and serves an estimated population of 31,000. The current enrollment is 4,754 students in kindergarten through twelfth grades. The Board of Education is composed of seven members elected to four year terms of office by the people of the school district. Under the policies of the Board of Education, the

District operates six elementary schools, one junior high school, one special education facility, and one high school.

A Funding and Growth Committee was set up to address the growth in the public schools. Its first and immediate suggestion was to build a middle grade school building that would include fifth and sixth grade students. This idea was put to a referendum and voted down by the voters. During the 1993 November referendum, the voters of the community voted for the construction of a new elementary building and an addition to one of the other elementary buildings. These buildings will be completed in 1995.

The current curriculum being used at the school consists of basal texts, which were adopted by the district with teacher recommendations. The reading series, which is being introduced a grade a year in order to reduce the cost, is a whole language approach to reading. Many supplementary materials are used: Mathematics, a Way of Thinking; Mathematics, Their Way; SRA Reading Laboratory, teacher made science and social studies curriculum and whole language programs. Most curriculum adaptations lack individual teacher communications between the grade levels.

There is no school-wide discipline program. Each teacher has developed a discipline plan to fit his or her needs. At some point in their plan, most

teachers include the involvement of the principal.

Cooperation between the school and the home is minimal. The school has some parent helpers who volunteer their time to help in classrooms, in which the teachers have requested the help. There are five paid noon hour aides, who are parents of the children attending the school. These assistants are there for the forty-five minute lunch hour and fifteen minutes before the lunch hour or fifteen minutes after the lunch hour. They use this time to run copies for the teachers on the copy machine.

Description of Surrounding Community

The city is an industrial community surrounded by prosperous farms and is the county seat. It is located seventy-five miles northwest of Chicago on Routes 20, 76, and the Northern Illinois Toll Road. The community is also twelve miles east of Rockford, with the Kishwaukee River dividing the town community. The population of the city increased five percent from 1980 to April 1990. From April 1990 through December 1993, the population increased an additional ten percent. At the present rate of growth, it is estimated that the population of the community will increase twenty-five percent by the year 2000 for a total population of 19,925. The current population is 17,488.

The county, in which this city is located, will experience a population increase at a greater rate than the city itself. A ten percent increase was experienced between 1980 and April 1990. From April 1990 to August 1992, the county experienced an additional 12 percent increase. From April 1990 through December 1993, the county's population increased 20 percent. At the present rate of growth, the county will yield a 59 percent increase in population from 1993 to the year 2000. The city and the county combined will have a population increase of 41 percent by the year 2000, for a total population of 43,577. The county's population today is 15,341. Table 1 and Figure 1 present census data on population growth and future projections (Belvidere - Boone, 1992).

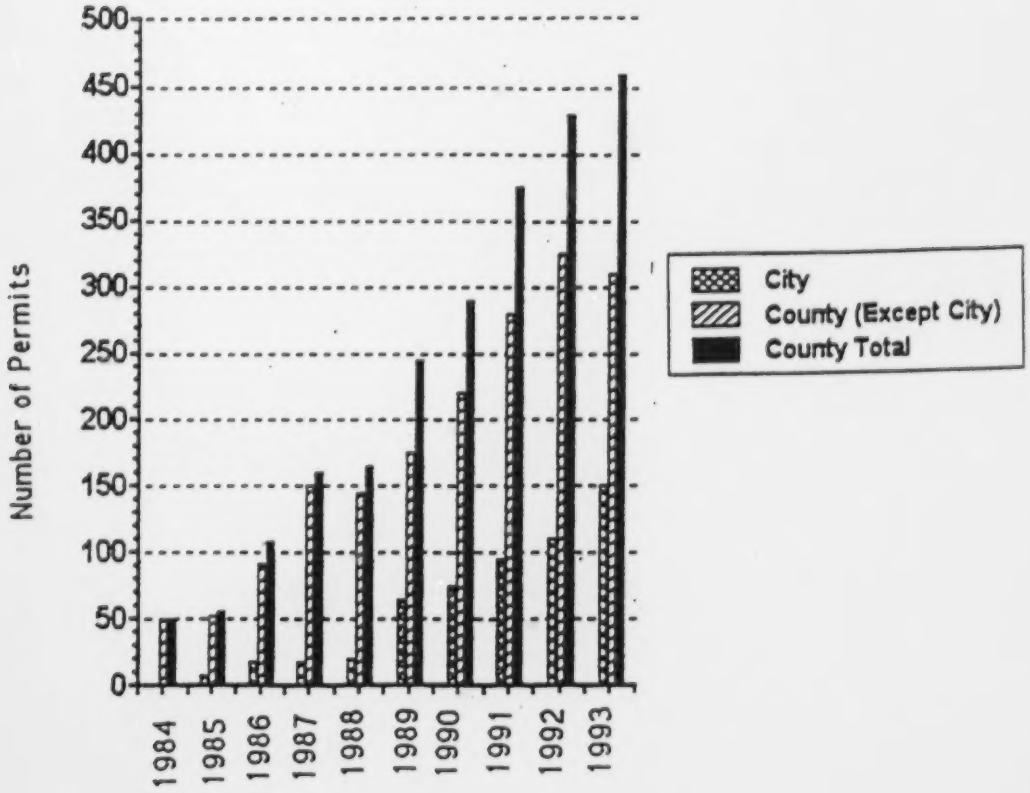
Table 1

Population Growth Projection of the Community and Surrounding Areas

Population Living in...	Year...				
	1970	1980	1990	2000 (Est.)	2020 (Est.)
City	14,061	15,176	15,958	16,928	19,048
Remainder of County	11,379	13,454	14,848	16,776	21,416
Total	25,434	28,630	30,806	33,704	40,464

Source: Regional Transportation Study, Greater Rockford Airport Authority

Residential Growth in the City and County
Permits Issued for New Single Family Homes



Source: County Regional Planning Commission

Figure 1

The two main factors that explain the change in population are a natural increase and migration. The county has had a net increase in both factors in the past decade. This community's migration has a unique phenomenon, with only a little over half of the 1990 population not moving at some time between 1985 and 1990. Over 6,000 residents changed their place of residence to another location within the county. As of 1991, 45 percent of the people migrated from Chicago and its suburbs, 14.7 percent came from Rockford or Winnebago County areas, 16.3 percent came from other places in Illinois, and 20.9 percent came from outside of Illinois. (U. S. Census, 1990).

Residential construction increased 450 percent in the community and 123 percent in the county between 1988 to 1992. Since 1988, the county approved thirty-two residential subdivisions, totaling 682 lots. The Table 2, from the (Belvidere - Boone Demographics, 1993) illustrates this trend.

Table 2

Total Dwelling Units (D.U.)
for the Years 1988 through 1992*

In 1991 residential building permits increased 28% in the county and 32% in the city over 1990. The first six months of 1992 show an increase over 1991 at 17 % for the city and 16% for the county.

	1988	1989	1990	1991	1992*
City:	21	66(214%)	75(14%)	99(32%)	116(17%)
County:	46	180(23%)	219(22%)	281(28%)	325(16%)

	2 Year % Increase		5 Year % Increase	
City:	1990-1992:	(58%)	1988-1992:	(450%)
County:	1990-1992:	(48%)	1988-1992:	(123%)

*Projected

The fastest growing age groups are between the ages of 25 and 44, with a 31.2 percent growth rate since 1980, and between the ages of 45 to 64 the growth rate represents a 19.8 percent increase in the county's population. This growth rate is also reflected in the increase of homes built in the city and the county. The age categories 0 to 4 years and 19 to 24 years show the least growth.

Residents of the county have a wide range of educational levels: people 25 years and older with less that a high school degree, 24.5 percent; high school

graduates, 40.1 percent; some college, 18.1 percent; associate degree, five point two percent; bachelor degree, seven point eight percent; and a graduate or a professional degree, four point two percent.

The family and per capita income reflects the community's economic status. The median family income during 1990 was $38,586, and the per capita income was $14,355. Forty-eight point eight percent of the county's population worked in the county. The businesses in the county employ approximately 49.4 percent skilled workers from other places in Illinois and 1.8 percent from outside the state of Illinois.

This county along with Winnebago County showed a decrease in the unemployment rate. The rate in this county alone was 11.6 percent in 1992. This rate was compared to the unemployment rate in the state of Illinois, which, at this same time, was 6.3 percent, and to the national unemployment rate which was 7.0 percent. The county's labor force was at 18,254 workers.

The county's homogeneous racial composition consists of a population that is 95 percent White, 0.6 percent Black, 0.5 percent Asian/Pacific Islander, 0.2 percent American Indian, and 3.7 percent other. The percentage of persons having Hispanic origin is 6.4 regardless of their race. This population of Hispanics is now near 2,000 people.

Regional and National Context of Problem

In the national context, achievement and achieving beyond what is required in America's schools is a continual problem. In the book, Save Our Schools, Miller (1993) cited a recent UCLA study in which eighty percent of college faculty felt that high school academic preparation was as poor as, or worse than, it had been in the 1970's, when a need for reform was clearly evident. University of California in Los Angeles Cooperative Institutional Research Program found that students entering college today are far less likely to develop independent study habits than those who entered twenty-five years ago. Only ten percent of the students read that which is not required or study regularly in the library, and seventy-three percent rarely or never check out books or journals. In other words, American students learn to do what they are told, but don't initiate learning on their own (Miller, 1993).

The Edgar Faure Report "Learning To Be" (UNESCO, 1971) has had great influence on the idea of long term contributions to continuing learning throughout life (Bloom, 1981). The Faure Report stresses that there are many changes taking place in all societies, and individuals have difficulties adjusting to rapid change in society, in their work, and in their lives. Since it is virtually impossible to anticipate and plan for change that will take place,

the only adaptive mechanism people have to adjust to and cope with these changes is their ability and interest in learning throughout their lives (Bloom, 1981).

Chapter 2

PROBLEM EVIDENCE AND PROBABLE CAUSE

Problem Evidence

Documenting the problem of low motivation was done through surveys, interviews of last year's targeted classroom teachers, current teachers' observations of completed work and by checklists of optional participation in academic activities. This documentation was done over a four week period of time.

The survey (Appendix A) was conducted in the first week of school. The students took the survey home on August 29, 1994 and with the help of a parent, were to fill out the survey and return it by Friday, September 2, 1994. The results were tallied and collated. Of the fifty-five surveys that were distributed in the targeted fourth and fifth grade classrooms, forty-four were completed and returned on time. This reflected an eighty percent

response from both classrooms.

Of the questions on the Student Interest Survey, the most relevant to student motivation would be, "How do you feel about extra credit work?" The results from this question indicated that the students perceive extra credit as desirable. In contrast to this desirability, these same students, when given the opportunity over a four week period to do extra credit, challenges, or brain busters, chose not to participate. Figure 2 and Figure 3 below illustrates this discrepancy.

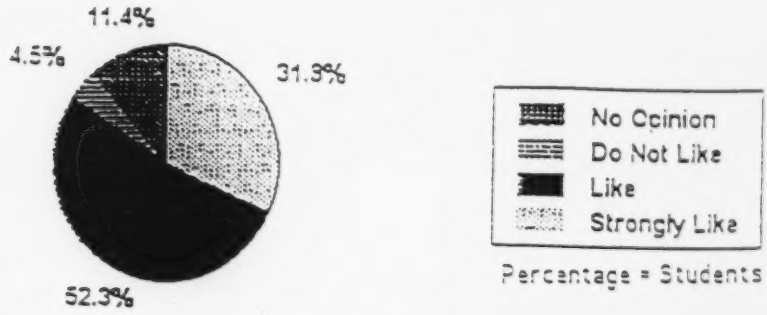


Figure 2

Percentage of Students Responding
To Feelings About Extra Credit

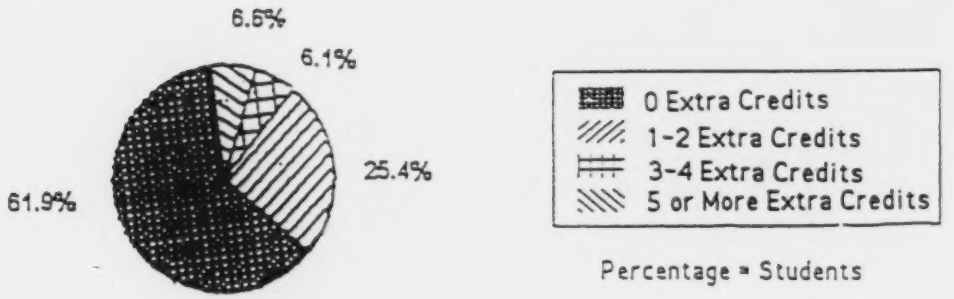


Figure 3

Percentage of Students
Completing Extra Credit

Figure 2 and Figure 3 illustrate one problem of motivation in the classroom. Many of the students desire to do extra credit work, but when given the opportunity, they lacked the motivation to do so.

The interviews of the students' previous teachers (Appendix B) helped to document that the students' level of academic motivation varied. When interpreting this data, the researchers concluded that each teacher's view of student academic motivation varied according to each teacher's perception of what constitutes academic motivation. The criteria for assessing motivation included the students' involvement in extra credit work and the

Book-It Program. When these were made available last year to the targeted students, thirty-nine out of 94 students participated.

Evidence from the teacher interviews also suggested that an average of forty percent of their students had difficulty completing school work. The current teachers observed students over a four week period and found that seventy-four percent turned in late work (Appendix C).

Problem Causes

When considering the probable causes for low academic motivation in the targeted students, several factors were considered. How much time are the students spending on nightly homework? If the students are not spending their time on homework, what are they spending their time doing? Are the students participating in too many after school organized activities and given too many choices for free time activities or none at all? Are there too many home chores and responsibilities or not enough? Are there too many freedoms at home where the students are allowed to do what they wish to do? The Student Interest Survey (Appendix A) addressed these questions. The results are presented in Figure 4, Figure 5, Figure 6, Figure 7, and Figure 8.

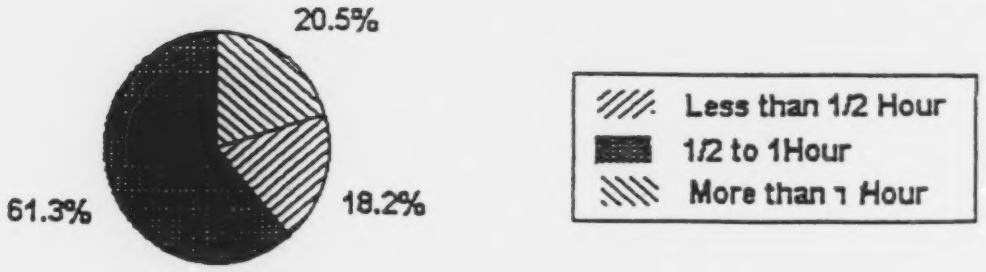


Figure 4

Time Students Spent On Homework

Two-thirds of the class spent one-half to one hour on homework each night; one-sixth spent one-half hour on homework each night; and the other one-sixth spent more than one hour on homework. If the majority of the targeted students spend one hour or less on homework, they are spending their time doing tasks and activities other than school related ones. This information is shown in Figure 5, Figure 6, Figure 7 and Figure 8.

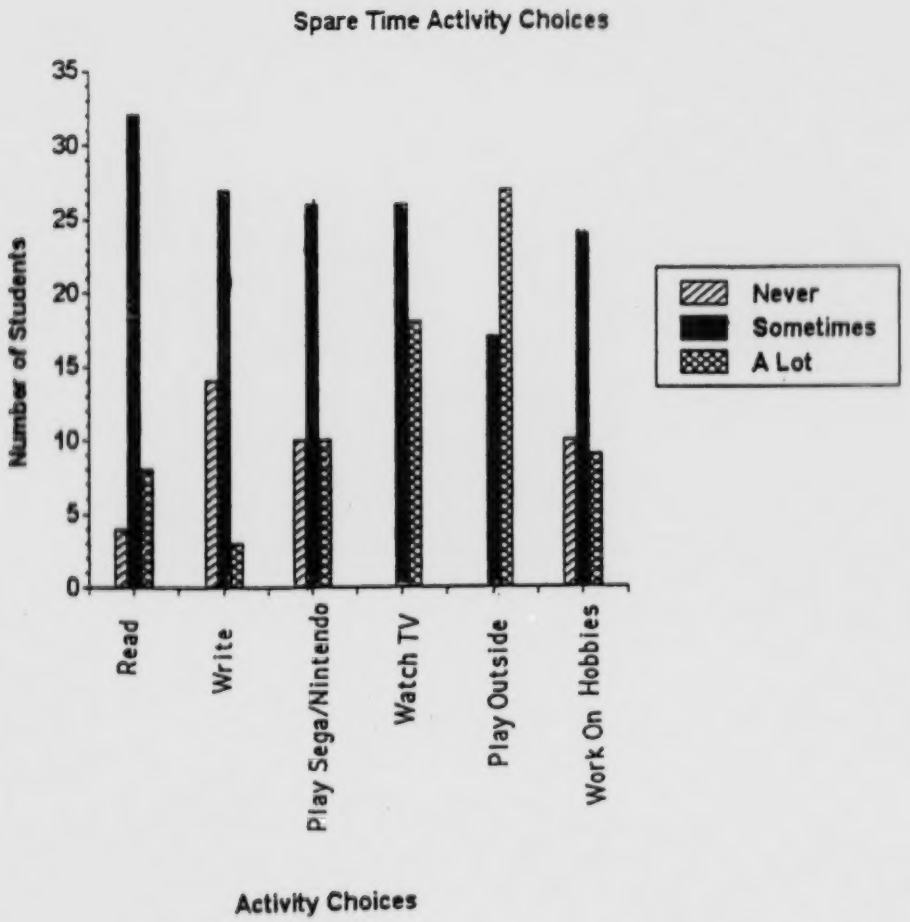


Figure 5

Number of Students Responding To
Spare Time Activity Choices

Ninety-one percent of the forty-four students chose reading, and sixty-eight percent chose writing sometimes or alot as spare time activities. In

contrast watching TV and playing outside were chosen one hundred percent of the time as spare time activities. Given the choice between academic activities or nonacademic activities, the nonacademic activities were chosen more than the academic ones.

The responding students participated in a number of chores and responsibilities. These are shown in Figure 6. Figure 7 illustrates the type of chores the students had to do. The amount of time it would take to do these chores would vary. For example, making a bed, feeding pets, and taking out the garbage would require less time than cleaning a room or doing yard work. Seventy-five percent of the responding students did four or more chores, and the chore most students did was cleaning.

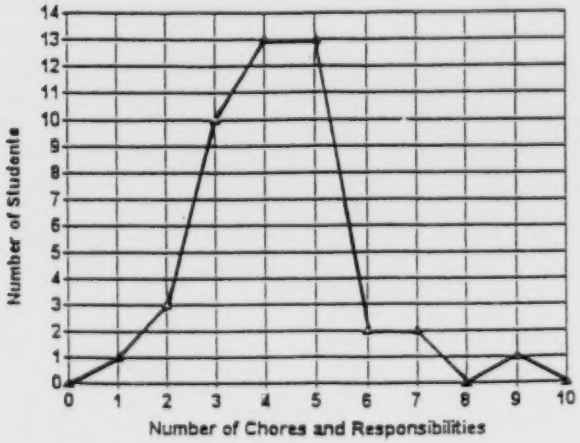


Figure 6

Number Of Students Responding To
Number of Chores And Responsibilities

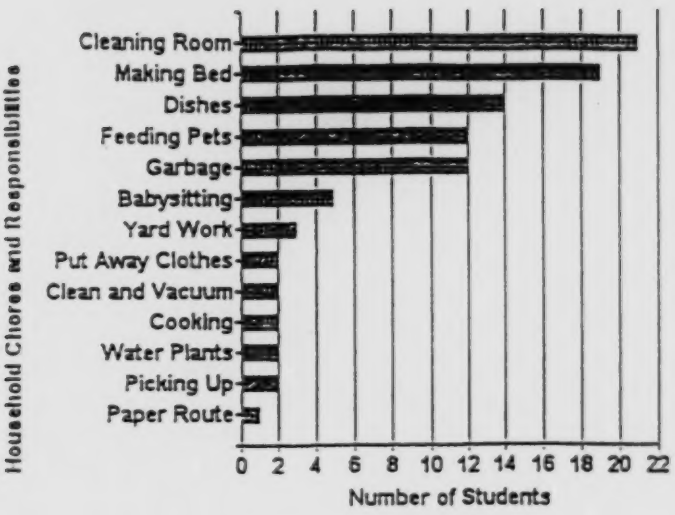


Figure 7

Number Of Students Responding To
Household Chores and Responsibilities

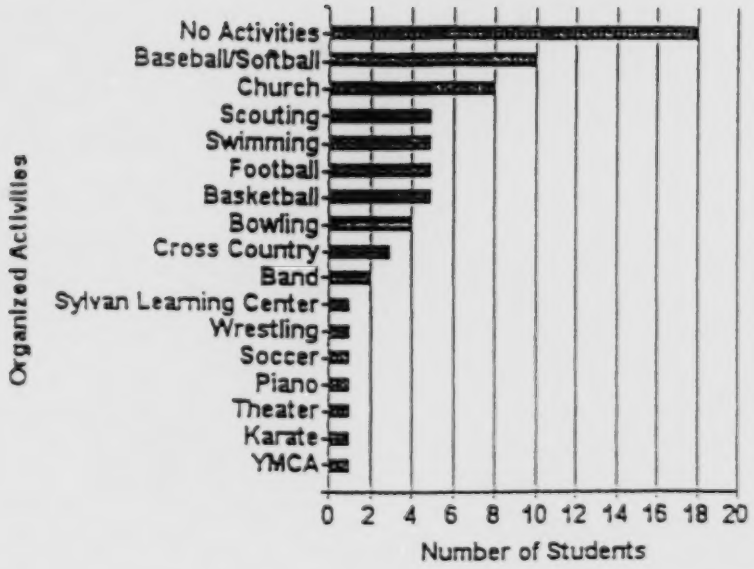


Figure 8

Number of Students Responding To
Listed After School Organized Activities

In Figure 8, the most significant information was the fact that forty percent of the responding students were not involved in after school organized activities. This information, along with Figure 5, helped to verify the fact that many students had free time choices. A lot of the time their choices were watching TV or playing outside as shown in Figure 5.

Several possible causes for the lack of student motivation in the classroom have been suggested by the professional literature. One of the probable causes affecting student motivation is a lack of parental encouragement. According to Stiles (1992), in contrast to other industrialized countries, American children show apathy and low academic achievement as a result of the lack of parental nurturing, caring, and trust. Berliner and Cassenova (1993) also stress the importance and need for a strong support network of family friends, and neighbors to serve as role models to provide the strength and stability of responsible educational growth. "The parents of low achieving students often were described by researchers as 'uncommitted' and lacking in motivation and skills to help their children in schoolwork" (Berliner and Cassenova, 1993, p. 136). The current family support system has failed to facilitate the motivating factors needed for success in today's youth.

The educational setting also contributes to the problem of students' low motivation. Traditional schools encourage competition entrenched in a value system based on grades and individual achievement that may perpetuate the self-defeatist attitude in low achieving students. Eble (1988, p. 53), quoting Chickering and Garrison (1987), "Good learning like good work, is collaborative and social, not competitive and isolated". Glasser's (1990) student interviews revealed disparities between the academic and extra-curricular realms. He found that students felt more self-importance in their extra-curricular activities because of the acceptance and encouragement of cooperative efforts and opportunities for social interaction. In academic classes, however, a spirit of aloneness and self-sufficiency was expected. A noncooperative structure within the classroom becomes another component of the low motivated student.

A low motivated student's lack of ownership in his learning results in a lack of responsibility for that learning. Children need to be given the opportunity to help determine their own educational goals (Pierce, 1993). Currently, schools neglect to teach realistic goal setting techniques necessary for academic and personal success. "Far too many students are refusing to work hard for what seems to be a too-distant payoff" (Glasser,

1990, p. 46). When students establish unrealistic goals, whether they be too high or too low, they set themselves up for failure or stagnation which may lead to an image of low self-esteem.

The causes of low academic motivation in students varies. Little parental involvement in the academic areas and the fact that most students have many free time choices for activities other than the academic areas are two causes. Other causes include the lack of organizational skills, the students' feeling of having no control over their learning and the competitive nature existing in today's classroom.

Chapter 3

THE SOLUTION STRATEGIES

The Review of the Literature

The literature suggests extrinsic factors influence a student's academic motivation. Extrinsic motivators may range from a sticker or happy face on a paper to receiving money for good grades on a report card. Other examples of external motivators include verbal praise, written notes, certificates, trophies, and other more elaborate recognition systems. In the short term, extrinsic motivators stimulate many students to perform. However, this type of reward system does not create lasting change (Kohn, 1993). Additionally, overuse of extrinsic motivators may prove detrimental to the development of intrinsic motivation because the learner depends on the reward as the motivation rather than looking within themselves for motivation.

Intrinsic rewards also affect student academic motivation. In contrast to extrinsic motivation, intrinsic motivation eludes concrete definition. An

intrinsically motivated learner exhibits enduring traits of self-satisfaction, self-determination, and self-recognition. The accomplishment of learning to ride a bike or tying a shoe for the first time demonstrates the development of an intrinsic reward and a, "Look what I can do now!" attitude. A problem-solving technique has been successfully applied and a self-celebration results.

When considering these two alternatives, extrinsic or intrinsic, the inclusion of intrinsic motivators within the identified classroom setting seems to be the most appropriate and beneficial. The development and cultivation of a student's intrinsic satisfaction and appreciation of achievements helps to create a "life long learner"; the educators' ultimate goal for all students. According to Kohn (1993), extrinsic motivators do not change attitudes that affect our behaviors. A learner does not feel any commitment to what is learned. These motivators only change what a learner does for a short period of time. If a student's environment is free of extrinsic motivators, the learner's interest in a task will remain, even when unforeseen problems occur.

The literature indicates four areas to be considered to develop a more intrinsically motivated learner. A low motivated learner lacks parental support, suffers low self-esteem, sees no purpose to their learning, and has

no control over what is learned. These four prominent concerns require primary examination.

In a traditionally competitive classroom, students feel alone and lack needed support. In contrast, a cooperative classroom emphasizes a group effort and less emphasis on the individual. Every learner can feel successful in a cooperative atmosphere. Eble (1988) quoting Wlodkowski (1984, 1985), suggests that in order to motivate students, a teacher needs to create classroom activities which foster a learner's abilities. In a cooperative atmosphere, these problems can be addressed.

Another area, needing to be addressed, involves an alternative way of assessing the student's academic accomplishments. All students need to be involved and have ownership in their learning growth. In order to fulfill this need, the learner needs to comprehend why this learning is important to them (Tripp, 1993). The main objective of portfolio assessment is the creating of a self-evaluation element. A positive evaluation by the student will affect the learner's self-esteem positively. In portfolio assessment students choose their best work, reflect on that work using prior established criteria, and then later share the portfolio with significant others. The learner gains control over what to include and what improvements need to be made by

reflecting on each piece of work before including it in the portfolio, a process that reinforces learning and gives the work value. Portfolio assessment encourages the development of goal setting. Once assessment is made, the student now sets new learning goals. (Donaldson, 1994).

Goal setting empowers the learner by establishing a point of focus. When a learner has a focus, a goal, their learning becomes interesting and a desire to learn becomes important (Rooney, Lipuma, 1994). The development of realistic goal setting requires not only instruction, but modeling. Students must recognize that many goals are achieved in steps, and the achievement process may require adjustments. Wlodkowski and Jaynes (1990) emphasize the importance of goal setting to a student's determination. By setting goals, the student becomes more responsible for what is learned and more confident and able to succeed.

Connected to portfolio assessment and goal setting is "the organization of information for study, such a critical skill that achievers and underachievers alike should get practice" (Rimm, 1986, p. 228). Organization of time, as well as materials, fosters greater success and achievements. Like the goal setting process, organizational strategies require instruction and modeling. Students may not have had prior exposure to the type of organizational skills necessary

for academic success.

Parental involvement is an important component to portfolio assessment. To affect a change in a student's motivation to learn, parents must be involved with their child's school and teacher. A partnership needs to be established. Wlodkowski and Jaynes (1990) state that parents make the greatest difference in a child's motivation to learn. More powerful still is the parent/teacher collaboration. According to Stiles (1992), "parents must encourage their children, show an interest in their work, and instill a sense of responsibility" (p. 63).

Terminal Objective

The immediate problem setting in Chapter 1 and the evidence and probable causes in Chapter 2 were considered. The following terminal objective was formulated.

> As a result of implementing a change in instructional strategies during the period from September 1994, to February 1995, the fourth and fifth grade targeted classes will increase their academic motivation as measured by systematic class observations, anecdotal records, charts, and surveys.

In order to accomplish the terminal objective, the following processes are proposed.

1. A portfolio assessment plan to empower students to self-evaluate, recognize their strengths, and identify areas requiring more development will be implemented.

2. Goal setting and evaluating techniques to increase students' engagement in the learning process will be devised.

3. An organizational tool to develop life long organizational skills that lead to academic success will be adopted.

4. Weekly cooperative learning lessons will be incorporated into various academic subjects.

Description of Problem Resolution Strategy

The action plan is designed to address four solution components: portfolio assessment for self evaluation and ownership of academic responsibilities, use of an organizational tool to record assignments, development of goal setting and evaluation techniques, and implementation of cooperative teaching strategies within the classroom.

In August 1994, prior to implementation of the program, the organizational tool was designed and assembled. A demonstration of the tool was offered to parents at the annual Open House. Cover letters further explaining this strategy were also sent home with students.

The four phase implementation plan is outlined below. The time frame incorporates the overlapping of several of the components.

Phase I. Portfolio Assessment

A. Who: The classroom teacher will organize a system of portfolio assessment with both teacher and student selections to be reviewed with the parents at conferences.

B. What: A means of authentic assessment was developed in which students can evaluate progress and demonstrate goal attainment and growth to significant others.

C. When: A collection of material to be included in portfolios was begun in August during the first week of classes in selected subjects.

D. How: 1. Design portfolios, both working and showcase.

2. Develop a management system for portfolios.

3. Collect work samples.

4. Model reflection techniques and guide student selection process.

5. Teacher selected samples.

6. Teacher/Student conference (3 times).

7. Teacher/Student /Parent conference (1 time required, more optional).

8. Include table of contents and Rubric evaluation.

9. Celebrate/Send home evaluations for portfolios.

10. Formal evaluations-

    a. After November Conferences.

    b. After January Teacher/Student conferences.

E. Why: To empower students to self-evaluate and recognize their learning strengths and identify areas requiring more development. To further involve parents in their child's academic career learning.

F. Where: Portfolio assessment was developed within the classrooms.

Phase II. Use of Organizational Tools

A. Who: The classroom teacher will create these tools to be used by the students and supported by parent review.

B. What: Assignment notebooks were created that are organized for daily/weekly/monthly/yearly development and review.

C. When: These notebooks were implemented in Mid-September 1994.

D. How: 1. Cover letter explaining the purpose and function of the notebook was sent to parents.

2. Provided assignment notebooks. (See Appendix D)

3. Modeled proper method for recording assignments.

4. Guided practice for recording assignments.

5. Monitored progress through daily/weekly, teacher/parent checks according to need.

6. Daily/weekly parental comments and/or signatures were required.

E. Why: To develop lifelong organizational skills in the academic/nonacademic areas.

F. Where: Organizational tools were developed within the classrooms.

Phase III. Goal Setting

A. Who: Students develop goals with teacher assistance and parent support.

B. What: The student writes weekly goals, establishes plans to meet those goals, assesses what they accomplished, and reflects on accomplishments.

C. When: Mid-September.

D. How: 1. The student use a weekly goal setting plan sheet.

2. The teacher models setting a short term or daily goal.

3. Goal setting for the day is done.

4. Evaluate daily goal setting. (Alone/Partner/Class)

5. Celebrate success or readjust.

6. Model how to celebrate the success or readjust the near miss.

7. Progress to longer term goals.

8. Continue modeling and evaluating.

E. Why: Goal setting makes students more responsible for their own learning, increases responsibility, and structures success.

F. Where: Goal setting is recorded within portfolios and assignment notebooks within the classrooms.

Phase IV. Cooperative Teaching Strategies

A. Who: Classroom teachers with the students.

B. What: Develops lesson plans that include cooperative group work.

C. When: Late September.

D. How: 1. Introduces cooperative group dynamics.

2. Models behaviors acceptable in cooperative group.

3. Includes bonding activities in each lesson.

4. Once a week cooperative lessons are built into various subject areas.

E. Why: To create a less isolated learning atmosphere. To strengthen different learning styles. To promote positive social interaction with peers to build self-esteem.

F. Where: Cooperative lessons are developed within the classrooms.

Method of Assessment

The effects of the intervention will be assessed using several methods of data collection. Numbers of participants in Brain Buster Activities, Extra Credit, and Challenges were documented monthly on charts. Additionally, monthly totals of incomplete assignments were charted. Evaluation surveys were distributed upon completion of parent/student/teacher portfolio conferences. Charts were also formulated regarding the number of weekly goals completed, or adjusted or discarded. Systematic class observations and anecdotal records were used to measure positive interactions within cooperative learning groups.

Chapter 4

PROJECT RESULTS

Historical Description of Intervention

The purpose of this project was to improve academic motivation. The four-part plan consisted of portfolio assessment, an assignment notebook which was used as an organizational tool, goal setting, and implementing cooperative learning strategies within the classroom. The teacher created the assignment notebook which included an area for daily/weekly goal setting (Appendix D). This assignment notebook was introduced to the students and the parents in September 1994. A cover letter to the parents explained its purpose and use (Appendix E). Proper techniques for recording assignments were modeled and guided practice was provided by the teacher. Teachers, in collaboration with parents, monitored the progress and communicated with one another through the comments and signature sections in the notebook.

Goal setting was incorporated into the assignment notebooks. The actual setting of goals was not implemented until the students had mastered the assignment recording process. The formal instruction was modeled by the teacher in mid-December 1994. The students then began setting a daily goal. At the end of the day, a review of the goals accomplished was held. It was then discussed what needed to be done to re-state the goal more clearly, improve its measurability, or decide to discard the goal because it was not appropriate. This same process was applied to writing of weekly goals after the students felt secure in writing goals. The students were encouraged to seek parental involvement in the setting of these goals. In either case, whether daily or weekly, the students were to reflect on the goals and assess the accomplishment, or the failure of the previously established goals. At this point the student celebrated the success, readjusted the goal, or set a new goal. An example of a student's goal setting is in Appendix U.

The portfolio assessment part of the intervention consisted of two types of portfolios - a working and a showcase portfolio. The working portfolio was a hanging file folder for each student. All items were included in the working portfolio. These items consisted of daily papers, tests, art projects, social studies projects, or anything that was done in the classroom. The student

helper for the week sorted the items in each student's file.

From the working portfolio, the students were asked to select a piece of work based on pre-established criteria and subject area. Some of the choices were based on the best language arts paper for the week, a math paper that showed that the student understood word problems or that the student was getting better at solving word problems, and/or a social studies paper that showed that the student had put more thought into the answer. The students were asked to reflect on the choices. A reflection form was provided (Appendix G). Students inserted the piece into the showcase portfolio. Once a student selected an item, the removal of that item was not allowed.

The showcase portfolio was designed and assembled by the teacher (Appendix H). This portfolio was designed with two double pocket folders. The two folders were put together with duct tape. One side of the portfolio was labeled "teacher selection," and the other side was labeled "student selection." The teacher selection side of the portfolio enabled the teacher to select students' work that exemplified some special skill the child had accomplished or mastered. A piece of work could be chosen that showed something special about that child. A child's creativity was sometimes demonstrated in the piece that the teacher selected for the showcase

portfolio. Each piece selected by the teacher had a completed reflection form attached, and the piece was included in the portfolio. The students were instructed not to remove any of the items from the teacher-selected side. Appendix I shows an example of a teacher-selected item.

Along with the student/teacher-selected pieces of work, the students were asked to complete "A Rating Scale for Learners" (Appendix J). This sheet was then placed into the portfolio.

During parent/teacher conferences in November 1994, each student was asked to accompany the parent to the conference. The students reviewed the showcase portfolio, with the parent, at the designated conference time. This reviewing process was modeled in class by the teacher one week before conferences were held. When the parent came to the conference with the child, first, the child reviewed the showcase portfolio with the parent. The classroom teacher gave each parent a reviewing technique form (Appendix K). The parent then read the form before the reviewing process began.

After the portfolio conference, the parent was asked to fill out a response form (Appendix L). The form was turned in the day of the conference, or returned the next day with the child. The response form was placed into the child's showcase portfolio. If the child could not come with the parent, the

portfolio was sent home with the parent. The teacher discussed with the parent how to conference with the child, how to fill out the response form, and when the portfolio needed to be returned. The teacher requested that the showcase portfolio remain intact.

The showcase portfolio would be used the rest of the year as a self-assessment tool, for charting progress, and for setting goals. The teacher explained to the parents that one more portfolio conference time would take place during the current school year.

The second portfolio review took place when third quarter report cards were sent home March 1995. The students were asked to organize the showcase portfolio according to subject areas. When the students were finished organizing the portfolio, each student was asked to fill out an "Action Plan For the Year" (Appendix M). This plan was then inserted into the showcase portfolio. The showcase portfolio was sent home with the child at the same time report cards were sent. A letter was sent home three days before the portfolios. The letter explained what needed to be done and requested signatures from both the parent and the child, which assured the teachers that the portfolio would be returned (Appendix N). The child and parent took responsibility for returning the showcase portfolio, intact, within one week.

The teacher conferenced with the student one time between November 1994, and February 1995. This is a deviation from the original plan caused by the need to find the time to meet with each student. The teacher discussed each student's work with the student. The student received some suggestions about what could be used for goals on which to work in the weeks to come.

A table of contents was added to the showcase portfolio at the end of the year. Along with the table of contents, a "Rating Scale for Learners" was used as a self-evaluation rubric. Examples of the forms that were used are in Appendices O and P.

The final area of the four part intervention was the teaching of cooperative learning strategies in various subjects within the classroom. The cooperative strategies were used at least once a week and sometimes more often. The cooperative strategies used were bonding activities, teaching and using social skills, and the assigning roles. A cooperative learning lesson plan is included in Appendix Q. Bulletin boards, T-charts, and teacher modeling were the methods used to teach the social skills (Appendix R).

Presentation and Analysis of Results

The effects of the four-part intervention were assessed in several ways. Students were given the opportunity to participate in extra academic

activities. The activities consisted of Book It, Brain Busters, Extra Credit, and Challenge opportunities in all academic subjects. Monthly records of student participation were maintained throughout the intervention. For the purpose of the analysis, the initial participation is compared to final participation. The last two months, February and March, are used and compared to student participation in September.

The September data was presented in Chapter 2 and is repeated here and compared with the February /March data in Figure 9. After the intervention was implemented, there was an increase of 52.7 percent in the number of students who did 5 or more extra academic activities. There was also a 56.3 percent decline in students who did no extra academic activities. In addition, the one-to-two extra academic activity participation decreased from September data collection by 6.9 percent, and the three-to-four extra academic activity participation increased by 10.6 percent in the same time frame.

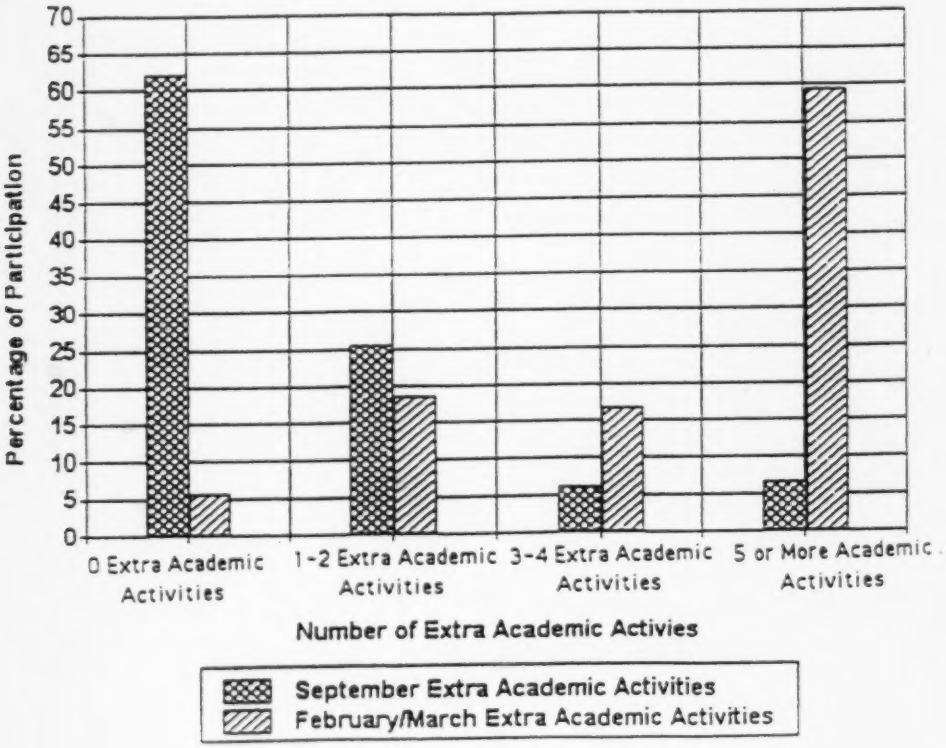


Figure 9

Percentage of Participation in Extra Academic Activities
Provided by the Teachers for September and February/March

Thirty-seven portfolios were sent home. Of the thirty-six response forms returned, all included very positive statements about the child and the work contained within the portfolio. All the responding parents wanted the portfolio continued again next year. Seven parents had suggestions for improving the portfolio.

The assignment notebook intervention has helped to decrease the number of

late assignments. The data in Table 3 illustrate a thirty-seven percent decrease in the number of late assignments. In addition, the number of students turning in late assignments decreased by thirty percent. The data indicated that the students had developed an organizational skill which may have led to academic motivation and more academic success.

Table 3

Total Number of Late Assignments
and Number of Students with Late Assignments
Sept. 1994 - Mar. 1995

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Number of Late Assignments	143	125	111	70	115	98	53
Number of Students with Late Assignments	39	34	32	26	24	26	23

The third area of the intervention was goal setting. Figure 10 shows the results of the total number of goals set and the goals that were achieved by the targeted students. There was a strong relationship between setting goals and accomplishing the set goals. The students actively worked toward the goals once the goals were established. The establishment of academic related goals and then the accomplishment of those goals lead the researchers to feel that the students were academically motivated.

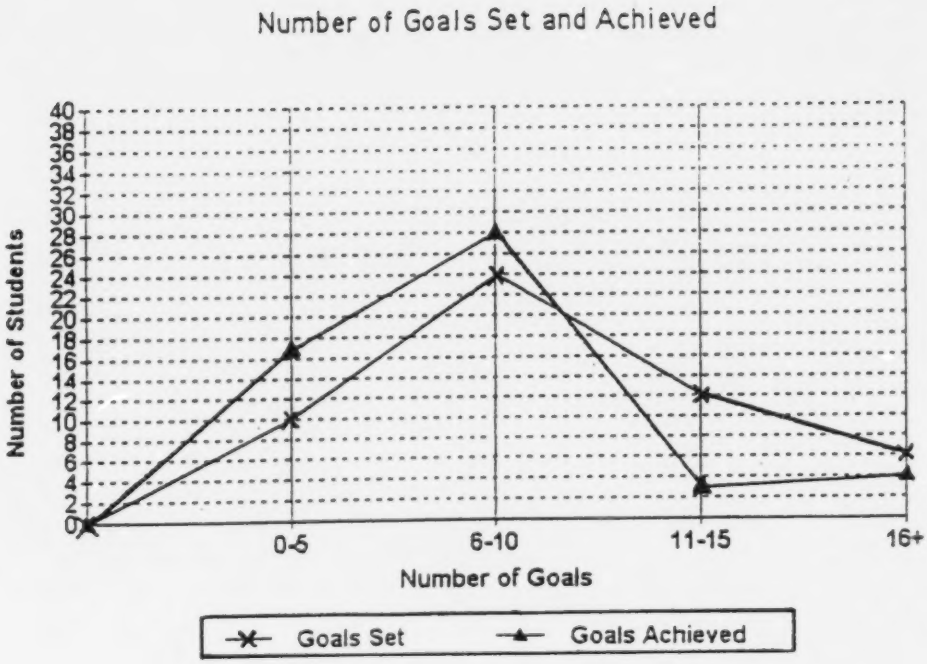


Figure 10

Through teacher observation during cooperative learning sessions, the teacher noted that the final stage of the intervention, the cooperative learning strategies, helped many students achieve the set goals. By working in cooperative groups, each student was able to succeed at some or all of the previously set goals. The less competitive classroom strategy helped by letting the students work and share ideas, and consequently, the students

enjoyed the benefit of accomplishing many of the goals.

Conclusion and Recommendations

The portfolio assessment part of the intervention left a positive effect on the students. By allowing the parents to view the portfolio with the child, each child was able to experience positive feedback from the parent. The parent was able to see and evaluate the work of their child. The child's academic growth could be shown through the portfolio. The portfolio response form in Appendix L reflected this attitude of the parent.

The portfolio assessment helped the students self-assess because the student was required to reflect upon the work before the piece was inserted into the portfolio. The self-assessment form is located in Appendix P. Once the reflection was made, the student could then establish short and long term goals. The self-assessment has helped every student enjoy the success, accomplishments, and growth in the academic areas. Accenting the positive made each student gain a higher self-esteem. This was observed by the teacher during the student's selection process for the portfolio pieces.

During the conference times with the parent/student and with the parent/teacher, the typical assignments were reviewed and accomplishments were noted. The areas that needed more work were discussed. The conference

time was viewed as a time to verbalize the accomplishments and focus on areas that could use improvement.

The assignment notebook had a positive influence on the students. The students felt more in control of what they had to do and successfully accomplished the daily tasks. Once the tasks were accomplished and turned in on time, the students felt empowered to complete the assigned tasks and then felt better about themselves and what they were able to do. This led to a rippling effect. The students felt that there was nothing that could not be accomplished. Students, therefore, set higher goals for themselves. This was observed by the teacher in the classroom. The whole atmosphere became more positive. The assignment notebook helped develop a lifelong skill that the student can use in the future. Table 3 supports the observation that more students turned in assignments on time.

Short term and long term goal setting was accomplished through use of the assignment notebook and the portfolio assessment process. As shown in Figure 10, once a goal was set, the student tried to accomplish the set goal. The self-assessment through the portfolio process helped the student set appropriate goals. Some of the set goals were long term, and therefore, the students were unable to accomplish the goals by the end of the intervention.

The goal setting helped to allow the students to focus on what yet needed to be accomplished.

Portfolio assessment, assignment notebook, and goal setting involved parental assistance. The portfolio reviews with student and parents, parental signature and comment section in the assignment notebook, and the students discussing with the parents possible goals on which the student needed to work, helped involve the parent in three areas of the four-part intervention. The evidence for this conclusion is based on the "Response Form" in Appendix L and the signature and comment sections in the assignment notebook in Appendix D.

The three parts of the intervention, portfolio assessment, assignment notebook, and goal setting, need to be implemented together. Doing one without the others would hinder the development of all. The assignment notebook was implemented at the very beginning of the year because of the need to start developing the habit of recording the assignments. The portfolio assessment collection for the working portfolio needed to begin at the beginning of the year so that growth could be measured from that point and proceed during the year. The assessing of the work completed helped to develop a pattern that was observed by the teacher on a daily basis. The

students continually assessed the work that was done, whether the work was included in the portfolio or not. Once the assessing methods were established, the students could set short term and long term goals. The set goals were recorded in the assignment notebook on a weekly basis and in the portfolio at the beginning of the third quarter on the "Action Plan for the Year" in Appendix M.

The conferencing that the students did with the parent helped the student see some areas that needed work. The parent appreciated having the evidence of the student's work available to look at and discuss with the child. One change that was recommended by a parent would be that conferencing should take place more often. The recommendation would be to have students conference with the parent once every grading period, and teachers conference with the student once a month. The time element was a problem for the teachers involved. The researchers feel that the "selected abandonment theory" by Costa and Garmston (1994) needed to be used by the teachers. This theory means that some things have to be elminated to include others.

The assignment notebook design and implementation was carefully thought out by the teachers involved. The teachers interviewed the school's principal about the assignment notebook because of the support the teachers received

from him. The principal voiced interest in implementing the assignment notebook school-wide next year. Some of the reasons that were mentioned were to help the students get more organized and help make students more responsible for the work that needs to be done. The organizational tool would help the Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) population become more organized. The principal also showed a desire to install a permanent basket on the side of each of the desks to make the notebook easier to access.

Some of the parts of the assignment notebook the principal especially liked were: the consistency provide by the assignment notebook, the writing of the assignments on the chalkboard by the teacher and the student then writing the assignment from the chalkboard into the notebook, the change of the color of the pages throughout the notebook, and the area for parent comment and signature. When asked if an assignment notebook would be used next year at the new building, he answered, "Yes." A copy of the interview is included in Appendix S.

The cooperative learning strategies used during the implementation would be continued in the same way. The cooperative learning strategies were used weekly or twice a week in a variety of subject areas. This should be

continued and used as often as possible. The teachers observed a positive atmosphere in the room when the student knew that isolation was taken out of the learning process.

Based on the positive responses of parents, students, teachers, administrators, and the analyzed data, the researchers have concluded that the use of the four-part intervention will continue for the rest of the 1995 school year and into the following school years. The adaptations that have been mentioned will be instituted in future years to make the intervention more usable.

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Appendices

Student Name:_____

STUDENT INTEREST SURVEY

To be completed with parents.

CIRCLE THE APPROPRIATE RESPONSE AND/OR FILL IN THE BLANK:

(1) When you have spare time, do you:

A. read?	NEVER	SOMETIMES	A LOT
B. write?	NEVER	SOMETIMES	A LOT
C. play Sega/Nintendo?	NEVER	SOMETIMES	A LOT
D. watch TV?	NEVER	SOMETIMES	A LOT
E. play outside?	NEVER	SOMETIMES	A LOT
F. work on hobbies?	NEVER	SOMETIMES	A LOT

(2) What is your favorite subject in school? (CHOOSE ONE)
SPELLING READING MATH SCIENCE SOCIAL STUDIES ENGLISH ART MUSIC P.E.
HANDWRITING OTHER_____

(3) In which subject do you do best? (CHOOSE ONE)
SPELLING READING MATH SCIENCE SOCIAL STUDIES ENGLISH ART MUSIC P.E.
HANDWRITING OTHER_____

(4) In which subject do you want to improve? (CHOOSE ONE)
SPELLING READING MATH SCIENCE SOCIAL STUDIES ENGLISH ART MUSIC P.E.
HANDWRITING OTHER_____

(5) How do you feel about extra credit work?
STRONGLY LIKE LIKE DON'T LIKE NO OPINION

(6) List the chores and responsibilities you have at home.
DISHES GARBAGE FEEDING PETS CLEANING ROOM
MAKING BED COOKING BABYSITTING WATERING PLANTS
OTHER(S)_____

(7) Are you involved in organized activities after school? YES NO

(7 continued)

If answer is yes, list activities.

SCOUTING	FOOTBALL	SOCCER	BASEBALL/SOFTBALL
SWIMMING	WRESTLING	BASKETBALL	CHURCH

OTHER_____

(8) How much time do you spend on reading or schoolwork each night?

LESS THAN 1/2 HOUR
1/2 - 1 HOUR
MORE THAN 1 HOUR

PARENT SIGNATURE:_____

COMMENTS:_____

_____

_____

_____

Please return by Friday, September 2, 1994.

Appendix B

Interviewed teacher: Teacher Interview Form

TEACHER INTERVIEW

(PREVIOUS YEAR TEACHERS)

1. What percentage of your class had difficulty completing school work last year?

   ____ 0-20% ____ 61-80%

   ____ 21-40% ____ 81-100%

   ____ 41-60%

2. What activities did students choose during free time last year?

3. How many students participated in/completed the Book-It program last year?

4. How many students participated in Invent America last year? Was it required?

5. Did you ever make Extra Credit work available to this class? If so, what was the level of participation?

6. What were your requirements for checking out books from the library? How many students exceeded this requirement?

7. What percentage of your students in last year's class do you consider motivated learners?

   0-10% 11-20% 21-30% 31-40% 41-50%

   51-60% 61-70% 71-80% 81-90% 91-100%

8. Will you summarize the quality of motivation evidenced by last year's students?

(PREVIOUS YEAR TEACHERS)

1. What percentage of your class had difficulty completing school work last year?

   ___ 0-20% ___ 61-80%

   X 21-40% ___ 81-100%

   ___ 41-60%

2. What activities did students choose during free time last year?

   Read [illegible] practiced [illegible]

3. How many students participated in/completed the Book-It program last year?

   75%

4. ~~How many students participated in Invent America last year? Was it required?~~

5. Did you ever make Extra Credit work available to this class? If so, what was the level of participation?

   Challenge Problems in math. ¼ would Good Ex.

6. What were your requirements for checking out books from the library? How many students exceeded this requirement?

   tape Primary fiction - 1 third read [illegible]

7. What percentage of your students in last year's class do you consider motivated learners?

   0-10% 11-20% 21-30% 31-40% 41-50%

   51-60% 61-70% 71-80% 81-90% 91-100%

8. Will you summarize the quality of motivation evidenced by last year's students?

   interested class overall
   easy to mot and excite,
   ones wondered but majority

BEST COPY AVAILABLE

(PREVIOUS YEAR TEACHERS)

1. What percentage of your class had difficulty completing school work last year?

X 0-20%

___ 21-40%

___ 41-60%

___ 61-80%

___ 81-100%

2. What activities did students choose during free time last year?

Computer, reading, writing (journals), [illegible]

3. How many students participated in/completed the Book-It program last year?

10 students

~~4. How many students participated in Invent America last year? Was it required?~~

5. Did you ever make Extra Credit work available to this class? If so, what was the level of participation?

not really

6. What were your requirements for checking out books from the library? How many students exceeded this requirement?

2 books Easy/blue tab & [illegible]

7. What percentage of your students in last year's class do you consider motivated learners?

0-10% 11-20% 21-30% 31-40% 41-50%

51-60% 61-70% 71-80% 81-90% 91-100%

8. Will you summarize the quality of motivation evidenced by last year's students?

[illegible]

? about final [illegible] type?

Story time? to retell or

BEST COPY AVAILABLE

TEACHER INTERVIEW

(PREVIOUS YEAR TEACHERS)

1. What percentage of your class had difficulty completing school work last year?

   ____ 0-20% ____ 61-80%

   __X__ 21-40% ____ 81-100%

   ____ 41-60%

2. What activities did students choose during free time last year?
   read, practice math facts,

3. How many students participated in/completed the Book-It program last year?
   13 out of 25

4. ~~How many students participated in~~ Invent America last year? Was it required?

5. Did you ever make Extra Credit work available to this class? yes If so, what was the level of participation? Low

6. What were your requirements for checking out books from the library? How many students exceeded this requirement?
   nonfiction - fiction —
   none

7. What percentage of your students in last year's class do you consider motivated learners?

   0-10% 11-20% 21-30% 31-40% 41-50%

   51-60% (61-70%) 71-80% 81-90% 91-100%

8. Will you summarize the quality of motivation evidenced by last year's students?
   Good quality of motivation

1. [illegible] INTERVIEW

(PREVIOUS YEAR TEACHERS)

1. What percentage of your class had difficulty completing school work last year?

   ___ 0-20%
   ___ 21-40%
   ___ 41-60%
   X 61-80%
   X 81-100%

2. What activities did students choose during free time last year?

   Didn't have free - Worked on late work.

3. How many students participated in/completed the Book-It program last year?

   3 out of 25 / all six months

4. ~~How many students participated in Invent America last year? Was it required?~~

5. Did you ever make Extra Credit work available to this class? If so, what was the level of participation?

   2 or 3 out of 25 students

6. What were your requirements for checking out books from the library? How many students exceeded this requirement?

   2 books - 1 had to be fiction - 1 from science biography sections.
   5% exceeded

7. What percentage of your students in last year's class do you consider motivated learners?

   0-10% (11-20%) 21-30% 31-40% 41-50%
   51-60% 61-70% 71-80% 81-90% 91-100%

8. Will you summarize the quality of motivation evidenced by last year's students?

   Those who were motivated quality of their work was good.

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Student

Aopendix C

Record of Late Work

From September

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Appendix D

Assignment Notebook

Name:_____

/ goal/s for this week is _____

on.
9

Reading:_____

pelling:_____

andwriting:_____

nglish:_____

ath:_____

Science:_____

S. Studies:_____

Other/Phonics:_____

Parent/Teacher Comment_____

Parent Signature:_____

ues.
20

Reading:_____

pelling:_____

andwriting:_____

nglish:_____

lath:_____

Science:_____

S. Studies:_____

Other/Phonics:_____

Parent/Teacher Comment_____

Parent Signature:_____

Ved.
21

Reading:_____

Spelling:_____

Handwriting:_____

English:_____

Science:_____

S. Studies:_____

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Thurs. **22**

Reading:

Spelling:

Handwriting:

English:

Math:

Science:

S. Studies:

Other/Phonics:

Parent/Teacher Comment

Parent Signature:

Fri. **23**

Reading:

Spelling:

Handwriting:

English:

Math:

Science:

S. Studies:

Other/Phonics:

Parent/Teacher Comment

Parent Signature:

Things to remember:

Goal/s accomplished

Rewritten goals:

Parent Signature:

1994 SEPTEMBER 1994

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

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Appendix E

Cover Letter to Parents

August 29, 1994

Dear Parents,

Today we are introducing an assignment notebook. This notebook will be used all year by Mrs. Steinkamp's fourth grade and Mrs. Phillip's fifth grade. This notebook will replace the assignment notebook that is on the supply list.

Each student will be responsible for filling it out each day. Each can have a system for checking off completed assignments. Those which are not checked off are the assignments to complete that day at home.

If you have a comment you may add it where it says "parent/teacher comment." At this point you need not sign it each day. We would like each student's parent to sign it once a week. This is to make sure you're seeing the notebook at home.

The child will take the notebook home every night even when his/her assignments are completed. It must return the next day. Each child should take responsibility for doing so.

The purposes for the assignment notebook are many. It should help the student become more organized. It should help better communications between parent and teacher. It should also help the student recognize the subject they need to focus on in order to complete on time. The goal setting portion should help them become more goal oriented and help them become more affective learners.

Because of the cost to print these notebooks, if your child loses it or it gets destroyed, a $2.00 fee will be charged to you for a new one.

If you have any questions please call us at Logan School.

Sincerely,

Linda Phillips

Mrs. Linda Phillips
Fifth Grade Teacher

Michelle J. Steinkamp

Mrs. Michelle Steinkamp
Fourth Grade Teacher

Appendix F

Student Example of

Reflection Form

I chose this social studies paper for my portfolio

because I need a little improvement

on social studies

3a It was Sir Walter Raleigh

3b The English and the Spanish had a war, and when they came back in 1591 but no one was there

4a It is a business owned by many people.

4b People didn't want to risk everything they owned.

5a From the people who bought the stock.

6a They wrote a pamphlet.

6b They agreed to work for the company for a certain number of years.

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Appendix G

Blank Student Reflection Form

I chose this _____ for my portfolio

because _____

_____

_____.

I chose this _____ for my portfolio

because _____

_____

_____.

I chose this _____ for my portfolio

because _____

_____

_____.

I chose this _____ for my portfolio

because _____

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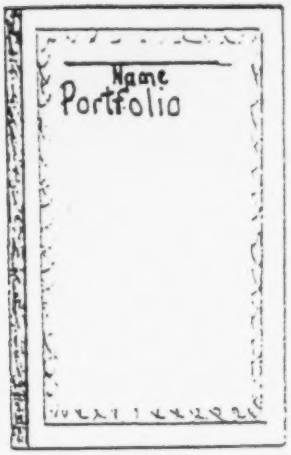
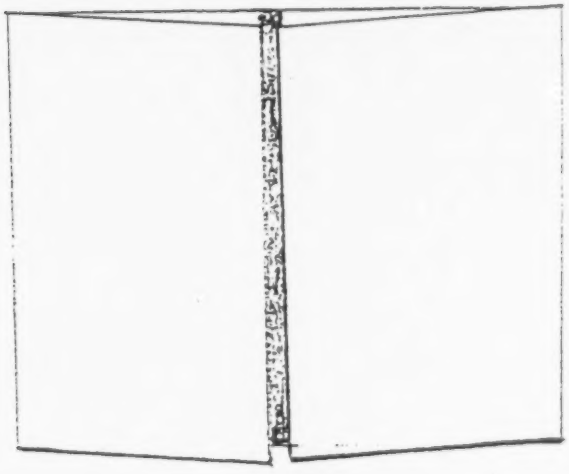
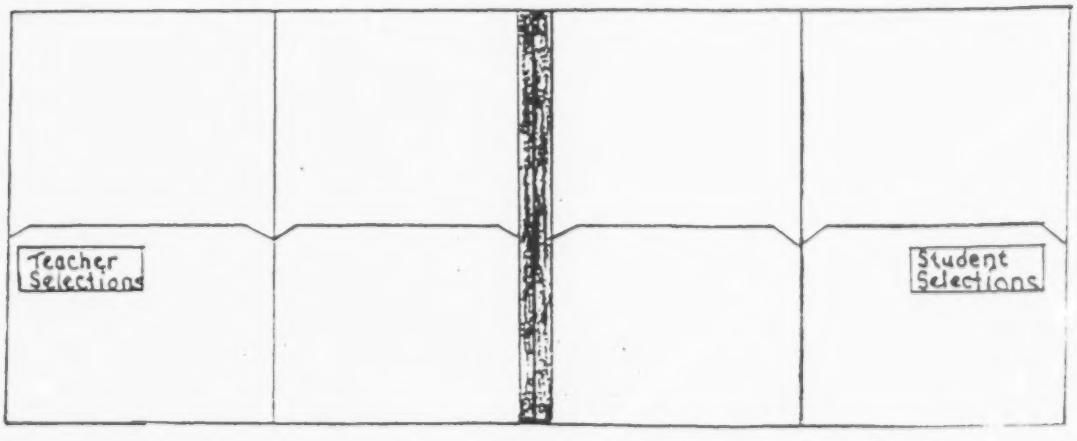
Appendix H

Illustration of Showcase Portfolio







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Appendix I

Example of Teacher Selected Item for Portfolio

I chose this reading worksheet for your portfolio because this paper represents a very important reading skill. How are you doing with picking out the main idea?

1. Bicycle riding has become more and more popular with adults. The reasons for this are easy to see. Adults like the fact that bicycling is such a healthy form of exercise. Also, they realize that a bicycle costs almost nothing to operate and little to repair. In addition, it is a form of transportation that is quiet and causes no air pollution. Finally, adults are learning what children have always known. Bicycling is fun.
   - ☐ Adults like bicycling because it causes no air pollution.
   - ☐ Bicycling is healthy exercise.
   - ☒ Bicycling has become more popular with adults for many reasons.

2. One of the dangers faced by sailors from the 1400s to the 1700s was scurvy. Scurvy is a disease caused by a lack of vitamin C, which is found in fresh vegetables and fruits. When sailors went without such foods on long voyages, they would begin to show signs of the disease. A sailor who had scurvy would lose his teeth, his body would swell, and he would lose the use of his arms and legs.

3. The early pioneers who moved West traveled by wagon or cart. They had room to carry only necessary items. They took tools because tools were needed to make repairs along the way as well as for building and planting later. A rifle was also needed. It was used to hunt game during and after the journey. Pots and pans were taken along too. They were used along the way and would have been difficult to replace in the new home.
   - ☐ Pioneers traveled by wagon.
   - ☐ Pioneers took tools with them when they went West.
   - ☒ Pioneers took only necessary items when they went West.

4. An elephant's trunk is remarkable. It is nose, upper lip, and hand all rolled into one. The elephant's nostrils are located at the very tip of the trunk. The elephant is able to sniff any object that is within reach. The trunk also is used to tell the shape, feel, and temperature of objects. When the trunk is used to move food into the elephant's mouth or to shower its back with dust, the

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RATING SCALE FOR LEARNERS

Name Date Teacher Mrs. Phillips

Rate how you are as a student at Logan School. Circle one number for items 1-7. Write answers for 8 to 11. Think about how you are for the whole day. Be honest!

	Could improve		Okay		Great
1. I get my homework done and turned in on time.	1	2	3	4	(5)
2. I try hard in class.	1	2	3	(4)	5
3. I raise my hand and participate in class.	1	2	(3)	4	(5)
4. I pay attention in class.	1	2	3	(4)	5
5. My behavior in class (is) _____	1	2	(3)	4	5
6. I use time wisely in class.	1	2	3	4	(5)
7. I ask questions when I don't understand something.	1	2	3	4	(5)

8. My best class is MATH because it's fun to learn different ways in math

9. My worst/hardest class is Science because its confussing and sometimes hard to remember somp

10. My plan to be an even better students is to work and study harder

11. One thing I want my teachers/parents to know is I could improve subjects

70

My score: 34 out of 35

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Appendix K

Reviewing Technique - Points to Ponder

Portfolio Review Points to Ponder

1. Be a good listener
2. When asking a question be specific.
3. Be a good listener.
4. Say comments in a positive way.
5. Be a good listener
6. Use openers like "I see", "That sounds difficult", "I remember when you worked on that","You put alot of effort into that".
7. Be a good listener.
8. Let your son or daughter do the talking.
9. Be a good listener.
10. Remember being positive builds self-esteem.

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Appendix L

Portfolio Response Form

PORTFOLIO RESPONSE

Date: _____

I want to thank _____
Name of child
for sharing a portfolio with me.

One of the products I especially enjoyed was _____
_____ because _____
_____
_____
_____

What I liked about the whole portfolio was _____
_____
_____
_____

I think _____ should continue to
Child's name
_____
_____
_____

Other questions or comments:
_____
_____
_____

Has this portfolio given you, as a parent, a better idea of what your child can and cannot do?_____

What would you suggest for improving the portfolio usage for next year?
_____
_____
_____

Thank You,

_____
Signature

THANKS for doing this evaluation sheet and for going over this with your child.

PORTFOLIO RESPONSE

Date: March 30 1995

I want to thank _____
Name of child
for sharing a portfolio with me.

One of the products I especially enjoyed was the reason why he put the papers into this folder because it helps me know what he is thinking about his work

What I liked about the whole portfolio was. I could see where he improved and the quality of work that he is capable of doing.

I think _____ should continue to
Child's name
practice his handwriting and take his time on assignments.

Other questions or comments:

Has this portfolio given you, as a parent, a better idea of what your child can and cannot do? Yes

Thank You,

What would you suggest for improving the portfolio usage for next year?
?

Signature

THANKS for doing this evaluation sheet and for going over this with your child.

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Appendix M

Quarter 4TH

Action Plan For the Year

Things I have Achieved	Areas I Need to Work On
1.	1.
2.	2.
3.	3.

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Quarter 4th

Action Plan For the Year

Things I have Achieved	Areas I Need to Work On
1. more A's on my report card	1. not ~~to~~ talk so much
2. more A's on tests	2. need work on math
3. getting better grades in math	3. put a little more effort in my work

Goal:

Get an A for math on my report card.

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Appendix N

Letter to Parent about Second Portfolio Conference

March 21, 1995

Dear Parent or Guardian,

On Friday, March 24, 1994, your child will be bringing home his or her portfolio. If you will remember at November conferences, I said that you would be asked to go over the portfolio with your child one more time this year. This will be that time.

I will include a "Portfolio Response" form. Please fill this out and insert it into your child's portfolio. Then send the portfolio with all the papers intact back to school with your child.

I do want to have the portfolios returned to class for the child to add some additional pieces of work before the end of the year. I would like you and your child to fill out the form at the bottom of the page saying that you will take the responsibility to return the portfolio by March 31, 1995. If this is not signed and returned by this Friday, March 24, 1995 your child will not bring the portfolio home.

Mrs. Phillips
Mrs. Steinkamp

Please sign and return.

My child _____ and I _____ will be responsible, and see
signature signature
that the complete portfolio is returned to their classroom teacher by Friday, March 31, 1995.

Appendix O

Portfolio Table of Content
Table of Content for Portfolio

I. Examples of My Best Items Page

A.

B.

C.

II. Items that I Need to Improve Upon Page

A.

B.

C.

D.

III. Items That Show My Most Growth Page

A.

B.

C.

D.

Appendix P
Rating Scale for Learners Self Evaluation Rubric

RATING SCALE FOR LEARNERS

Name _____ Date _____ Teacher _____

Rate how you are as a student at Logan School. Circle one number for items 1-7. Write answers for 8 to 11. Think about how you are for the whole day. Be honest!

	Could improve		Okay		Great
1. I get my homework done and turned in on time.	1	2	3	4	5
2. I try hard in class.	1	2	3	4	5
3. I raise my hand and participate in class.	1	2	3	4	5
4. I pay attention in class.	1	2	3	4	5
5. My behavior in class (is) _____	1	2	3	4	5
6. I use time wisely in class.	1	2	3	4	5
7. I ask questions when I don't understand something.	1	2	3	4	5

8. My best class is _____ because _____

_____

_____

9. My worst/hardest class is _____ because _____

_____

_____

10. My plan to be an even better student is to _____

_____

_____

11. One thing I want my teachers/parent or parents to know is_____

_____

_____

My score: _____

Appendix Q

Cooperative Learning Lesson Plan

Make Your Own

LESSON NAME: Social Venn Diagrams

TARGETED INTELLIGENCE: Logical/Mathematical

SUPPORTING INTELLIGENCES: Verbal/Linguistic - Visual/Spatial

THINKING SKILLS: Comparing/Contrasting

SOCIAL SKILLS: Say encouraging things, sharing of ideas

CONTENT FOCUS: Social Studies colonies' unit

MATERIALS: S. Studies books, poster board, colored pencils, pencils, paper

TASK FOCUS: come to agreement on the characteristics common to each colony.

PRODUCT: Venn diagrams

PROBLEM: Identify the commonality among the colonies.

ACTIVITY:

1. Students will be asked to list the characteristics of each colonial area in American History.
2. After 15 minutes of thinking + listing, divide classes to groups of 3 or 4 - Purples pieces for grouping
3. Students will use the poster board + pencil to think of a design that would typify each of 3 colonial areas.
4. After drawing the 3 figures, list the characteristics in the appropriate spaces. Color the diagram when listing

REFLECTIONS:

1. How would you rate yourself on this activity 0, 1, 2, 3 and why?
2. What would you do differently next time?
3. What have you learned from this activity?

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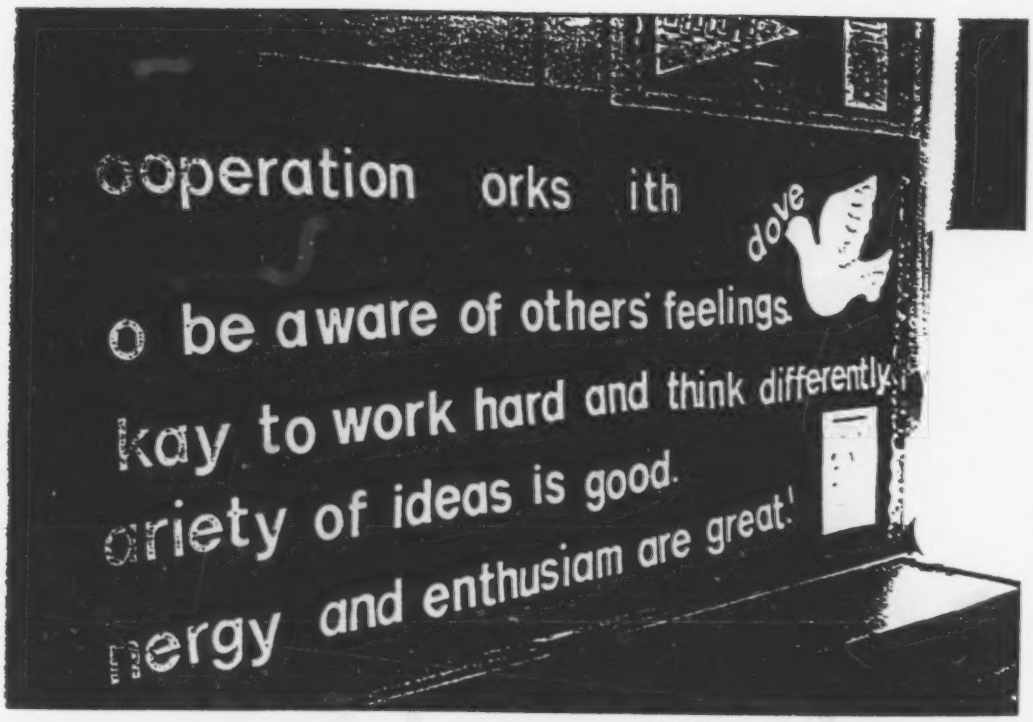
Appendix R

Bulletin Board Picture and T-Chart


ooperation orks ith
dove
o be aware of others' feelings.
kay to work hard and think differently.
ariety of ideas is good.
ergy and enthusiam are great!

T - Chart for social skill "Say Encouraging Things"

Looks Like	Sounds Like
1. Smiles on Faces	1. That's a good idea but what about this?
2. Hands to yourself. No hitting.	2. I agree with that answer.
3. Everyone participating.	3. Look on page -. I think the answer is there.
4. Happiness among all in the group.	4. No cutting remarks are heard.

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Interview of the Principal

Q=Question A=Answer

Q: Why do you feel using an assignment notebook would help the students at this school?

A: The assignment notebook increases the efficiency of getting assignments completed. I really like the format and feel the notebook was well thought out.

* Q: You had once said that this notebook would help the ADD and ADHD population. Do you still feel this way?

A: One of the problems these children have is lack of organizational skills. I feel that the assignment notebook helps these children be more organized.

Q: When did you realize that all children could benefit from the assignment notebook?

A. This would be from the very beginning of the year. You both were very enthused about what was happening with the notebook.

Q: What part or parts of the assignment notebook do you especially like?

A: I really like the format. The assignments are listed the same way they are listed on the chalkboard, This makes it easier for the students to follow. I like the idea of having different color paper. The colors are very bright and attracts the attention of the students. I also liked the parent comment and signature areas. This lends itself to better communication with the parents.

Q: Why do you feel first and second graders could benefit from the assignment notebook?

A: I think the first and second graders could benefit from the consistency and get into the habit at an early age.

Q: Have you received any communication from parents about the assignment notebooks?

A: At this point in time no, I haven't.

Q: Are you going to use the an assignment notebook next year at your new school?

A: Yes. They've already been ordered.

I'd also like to see a basket installed on the side of of the student's desk. This would make it easier to access.

* ADD= Attention Deficit Disorder ADHD=Attention Deficit Hyperactivity Disorder

Appendix T

Letter to Parent

About Student Interest Survey

August 29, 1994

Dear Parent/Guardian:

Mrs. Phillips and Mrs. Steinkamp's main goal this year is to introduce varying teaching methods that will encourage your child to take more responsibility for his/her learning. As students in the Masters Program at St. Xavier University this past year, we have learned and are now using these current proven teaching methods.

In order to effectively use these methods, and as part of our action research project, it is important to become familiar with your child's interests and level of motivation at this early point in the school year. To help us further motivate your child, and determine his/her areas of interests, we have developed the attached survey. (Return by Friday, September 2, 1994).

Please take a few minutes together with your child to complete and return the survey. Survey results will be used in conjunction with a wider survey, collated, and shared with you in hopes of increasing your child's academic motivation. This survey should help achieve that mutual goal. Of course, as always, survey results will remain confidential. Working hand in hand as parents and teachers, we will strive to have your student reach his/her fullest potential.

If you have any questions about the survey, please contact us at the school (544-2963). Thank you for your cooperation.

Sincerely,

Linda Phillips

Linda Phillips
Fifth Grade Teacher

Michelle Steinkamp

Michelle Steinkamp
Fourth Grade Teacher

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Appendix U

Example of Completed Assignment

Name: _____

Notebook with Goal and Parent Signature and Comments.

My goal/s for this week is to _____
and to make more neat.

Mon. 9

Reading: Check p.231 wrkbk (✓)
voc. cards (✓) read p. _____
E-mail pg. 69+70 ✓

Spelling: pp. 114+115 ✓

Handwriting: NONE ✓

English: p. 141 Pg. ✓

Math: p. 132 ✓

Science: NONE ✓

S. Studies: _____ ✓

Other/Phonics: D.O.L ✓
Hymn ✓ Music ✓

Parent/Teacher Comment

Parent Signature:

Tues. 10

Reading: Check voc (✓)
Read Questions (✓)

Spelling: p. 116+117 ✓

Handwriting: NONE ✓

English: Check D.O.L (✓)
D.E. p. 143 ✓

Math: p. 135 (1-26) ✓

Science: NONE ✓

S. Studies: Questions ✓

Other/Phonics: Hymn ✓
Library ✓

Parent/Teacher Comment

Parent Signature:

Wed. 11

Reading: Check p. 237 (✓)
Read 3 times (✓) D.C.
work sheet (✓)

Spelling: Study for Test (✓)
Work on Sheets (✓)

Handwriting:

English: p. 145 (15-32) ✓

Science: p. 182 (10)
✓

S. Studies: p. 144
R. M. T + W. T. K

Other/Phonics: D.O.L ✓
Library ✓

Parent/Teacher Comment

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Name:

My goal(s) for this week is to have only 1 or 2 subjects for homework, (school) home. - Be helpful to my mom

Casmir Pulaski Day

Mon. 6

Reading: NONE

Spelling: NONE

NO SCHOOL

Handwriting: NONE

English: NONE

Math: NONE

Science: NONE

S. Studies: NONE

Other/Phonics: NONE

Parent/Teacher Comment: NONE

Parent Signature: [redacted]
Andrea Mejera

Tues. 7

Reading: Check. Walk ✓ Do. Write ✓ Check. Write ✓ Test ✓ Buddy Reading ✓

Spelling: p. 162+163 ✓

Handwriting: NONE

English: p. 221 (13-26) ✓+ writing ✓ Rec. ✓

Math: p. 191 (1-15) ✓

Science: worksheet 76+78 p. 256 #1 p. 257 #2

S. Studies: Study ✓

Other/Phonics: Grammar ✓ Library ✓ 1st Graders ✓

Parent/Teacher Comment:

Parent Signature:

Wed. 8

Reading: Read ✓ p. 343 ✓ Write ✓ Rec. [illegible]

Spelling: pp. 164+165 ✓

Handwriting: NONE

English: p. 223 ✓

Math: p. 192 (1-4) ✓

Science: [redacted]
NONE

S. Studies: Study Guide

Other/Phonics: D.O.L. ✓ Gram. Library ✓ D.A.R.E. ✓

Parent/Teacher Comment:

Parent Signature:

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Name: _____

My goal/s for this week is _____

January

Mon. 2

Reading: NONE

Spelling: NONE

Handwriting: NONE

English: NONE

Math: NONE

Science: NONE

S. Studies: NONE

Other/Phonics: _____

Parent/Teacher Comment _____

Parent Signature: _____

Tues. 3

Reading: _____

Spelling: _____

Handwriting: _____

English: _____

Math: _____

Science: READ

S. Studies: NONE

Other/Phonics: _____

Parent/Teacher Comment _____

Parent Signature: _____

Wed. 4

Reading: _____

Spelling: _____

Handwriting: _____

English: _____

Math: _____

Science: _____

S. Studies: _____

Other/Phonics: _____

Parent/Teacher Comment _____

Parent Signature: _____

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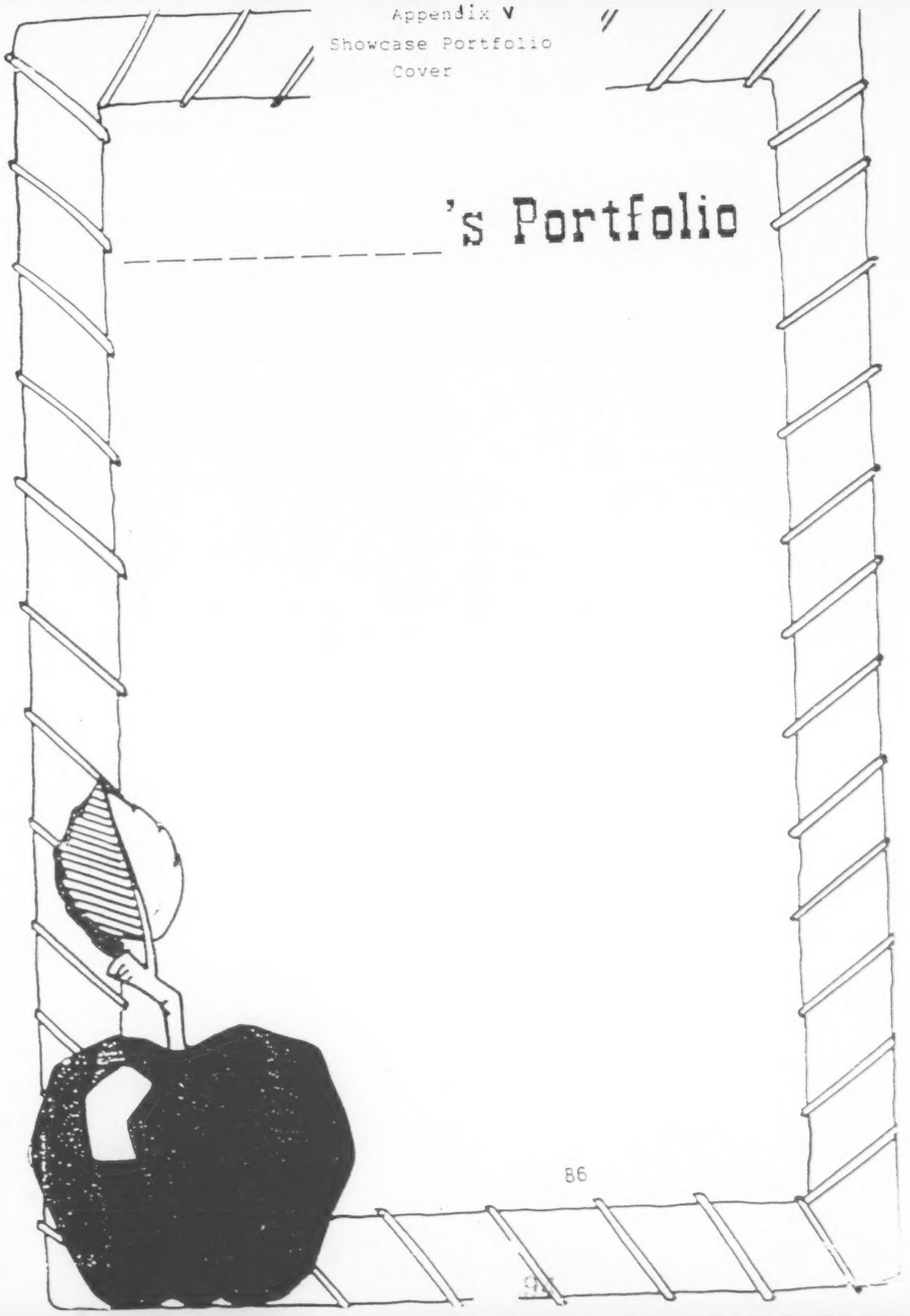
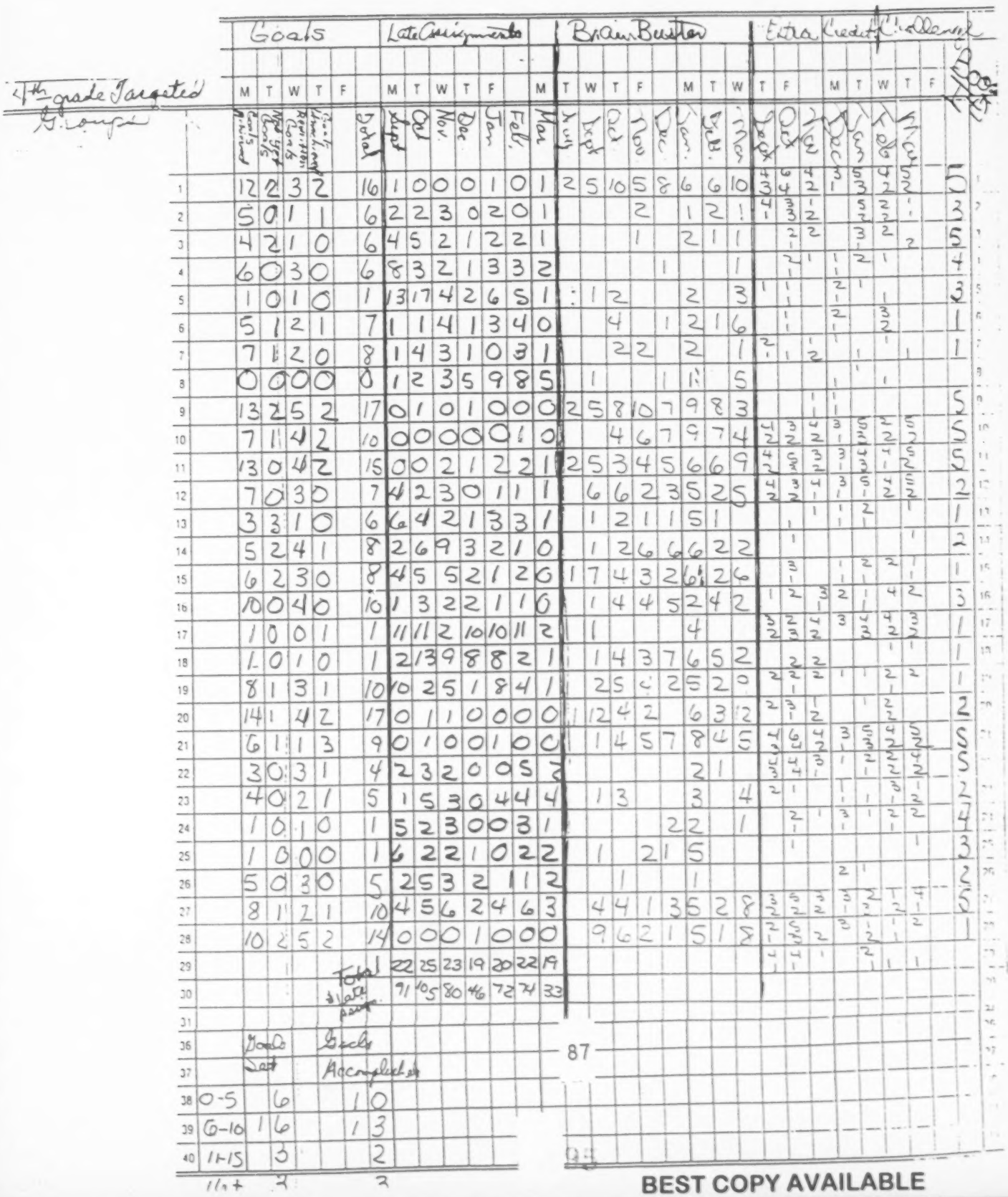
Appendix V
Showcase Portfolio
Cover



Appendix W

Example of Goal Recording



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5th grade Targeted Group

	Goals						Brain Hunters							Late Assignment							Extra Credit/Challenge							Book IX
	M	T	W	T	F		M	T	W	T	F		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
	Goals Achieved	Goals Not yet Written	Goals Not yet Achieved	Total		August	Oct.	Nov.	Dec	Jan.	Feb.	March	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March									
1	5	0	2	7	12	1	1	1					2															
2	4	2	3	2	8																							1
3	5	0	3	2	7	2	2		1	1	1		1	1	4	5	18	8	4		1							
4	11	0	5	6	17	1				1																		3
5	7	3	4	5	12		1						4	4	5	3	2	2	2			1			1			
6	1	5	4	3	9	2	2						5			2						1						
7	8	0	1	1	9																1							2
8	16	0	1	0	16	2	2	1		1			2	4	4	4		2										
9	..	..	..	..									1	2	6	2												2
10	5	0			5	1			1				7	2					2									
11	6	1	2	5	12								1		2						1							3
12	8	2	1	4	14								2								1							
13	7	1	0	2	10	1	2	1	1													1	1					5
14	10	1	1	2	13		1	1	1																			1
15	8	1	1	1	10								2					1										
16	8	2	4	5	15	1	1						1								1	1			1			2
17	6	1	2	4	11		1	1					2	2								1						1
18	7	0	0	4	11	1															1	1			1			1
19	10	0	2	0	10	1	2						3	2	2	3					1							
20	10	1	1	1	11		2						1	1	1										1			5
21	9	2	10	11	22								7		2		20	12	12									
22	3	2	1	0	5	1	1	1					1	2	5	5	3				1	1						3
23	9	0	1	0	9	2	3	1	1																			
24	1	3	4	0	4	1							1		1						1							1
25																												
26	1				26																							
27	4				26																							
28	6				26																							
29	65% achieved most of goals set																											
30																												
31																												

	Goals Set	Goals Accomplished
0-5	4	7
6-10	8	15
11-15	9	1
16+	3	1

88

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The 4+5 Grade Targeted Groups

		Goals Set	Goals Accomplished	Late assignments M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				Oct 31	Nov 7	Nov 14	Nov 21	Nov 28															
1																							
2	0-5	10	17	91	105	80	46	72	74	33	"Late	44%											
3	6-10	24	28	22	25	23	19	20	22	19	"Students												
4	11-15	12	3	52	20	31	24	43	24	20	"Late	54%											
5	16+	16	7	17	9	9	7	4	4	4	"Students												
6		52	52	182	159	143	96	139	124	76	Total Late Assign.												
7				39	34	32	26	24	26	23	Total Students w/ Late Assign.												

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